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ABSTRACT

Issues concerning white students at the historically or predominantly black colleges are identified, along with related studies. Although some educators projected that the funding of traditionally black colleges and universities (TECU's) would increase in proportion to the white presence, it is claimed that state, federal, and philanthropic funds given to TBCU's have consistently been below the amounts given to white colleges. It is proposed that desegregation is achieved to the degree it succeeds in modifying the social institutions, the personal behaviors, and the value system that supported the structure of segregation (e.g., separate schools for races and peoples, denial of equal access to public places, and laws preventing free occupational choice). It is suggested that the total transition from a segregated to an integrated society will involve some costs to the social system. Studies are cited regarding: educational and occupational aspirations of students entering predominantly white and predominantly black colleges; U.S. higher education financing; the role of institutional research in higher education desegregation issues; and faculty and administrator attitudes regarding their minority status at traditionally white/traditionally black colleges. The publishing and research activities of the Institute on Desegregation, North Carolina Central University, are briefly noted. (SW)

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DEALING WITH THE MINORITY ISSUES

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INSTITUTE ON DESEGREGATION

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COOPERATIVE PROJECT

This paper has been identified by a joint project of The Institute on Desegregation at North Carolina Central University and ERIC Clearinghouse on Higher Education at George Washington University. The purposes of this project are to identify, collect, and make available literature concerned with

(1) the problems of minority students in higher education in general and
(2) the problems of desegregation in historically black colleges and universities in particular.

New published and unpublished materials are reviewed and recommended by participants of the Institute on Desegratation's Interinstitutional Research Group (ID/IRG) for acquisition by ERIC Clearinghouse on Higher Education. An annual bibliography of this material will be published under the names of ERIC and the Institute.

Various types of materials are being solicited, especially unpublished and unindexed materials, as well as publications, produced by faculty and staff members. Included in these may be unpublished faculty studies, institutional research studies, master's theses, monographs, papers presented at professional meetings, articles from general and scholarly periodicals, and conference and workshop proceedings not covered by ERIC Clearinghouse on Higher Education.

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If additional information is needed about this cooperative project or the criteria for selection of materials, please write or call the Director of the Institute on Desegregation at 919/683-6433, North Carolina Central University, Durham, North Carolina 27707.

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DEALING WITH THE MINORITY ISSUES

The 1960's may well be remembered as the euphoric decade as this was the season in which all fair-minded people were made giddy on a fare of idealistic rhetoric and heightened expectations that legal, economic, and educational equality were just around the corner. But with the inevitability of time came the 1970s and with it an era of disenhantment for the fair-minded, and for all black Americans as they and we were gradually nudged back to the realization that idealist goals - expressed in slogans about "freedom now," "black power" and "equal educational opportunity" were concepts more easily talked about than they were achievable.

Relative to the 1960s some would say that we were much to naive, that our gullibility set us up as the perfect pawns for the disenchantment visited upon us in the 1970s.

There is much that can be said both pro and con for the foregoing assertion, but more timely is the question, what should be our position and attitude of today? This question is important because too much passive rumination on the ectacsies and travesties of the past will get us nowhere and because there is still much to be done in all these realms before the aspirations and dreams of all the disenfranchised and the fair-minded have been realized.

So with both clock and calendar telling us that the 1970s are behind us and that most of the 1980 decade and its promises and surprises still stretch ahead of us. One charting of how we should deal with what lies ahead was given us by Marvin Peterson in his now memorable Proliferation, Fragmentation and Politicalization? Institutional Research, in Transition or in Disintegration? Orlando, Florida address in which he gave us a sighting on some new directions I. R. may take during what he has chosen to call the transition period in the as still youthful history of I. R. as a profession.

You may recall that the Peterson interpretation or prognosis of Institutional Problems and I. R. Implications were six in number: (1) Institutional Planning; (2) Program Evaluation; (3) Reducation/Closure; (4) Concern for Quality; (5) Faculty and Staff Vitality; and (6) Minority Issues.

And now with particular emphasis on the latter mentioned, Peterson's reference to minority in his Orlando speech is primarily to that of minorities on the historically or predominantly white college campus and judging from what Peterson has said there are several reasons as to why the need for research in this area continues to be great. My assignment, if I have not been too presumptious, is to discuss minority issues on the historically or predominantly black college campus.

Relative to the minority or white presence issue on the black campus, I wish that I could say that not enough time has been allotted me to discuss in exhaustive detail all that needs to be said on this subject but the real truth of the matter is that published research on the white presence on the black campus is only eight years old. As a consequence researchers in this area, and most by some curious circumstance happen to be North Carolinians, have had only time enough to draw up some fairly definitive profiles of the who, why, how variety or type of research studies on the minority or white presence on TBCU campuses, etc. An example of this type of research is "A Comparison of the Educational Aspirations and the Occupational Plans of Students Entering a Predominantly White College and Students Entering a Predominantly Black College" by Pratt, Fuller, and Gaynor is reported in the 1979 SAIR Proceedings. Papers of a similar ilk that will be presented at this the 1980 SAIR Annual Meeting include "Student Outcomes Assessment: A Biracial Analysis" by Budig, Kyper, Khan, and McSwain; "Higher Education Financing in the Fifty States: Significance for the 'Adams' States" by Jeanne Budig; and "The Role of Institutional Research in

Higher Education Desegregation Issues" by Matlock and Thomas.

And while I have the opportunity, I should also take the time to say that one of the reasons North Carolina is in the forefront in the study of minority issues — over and beyond being sued by the NAACP, etc. — is the Institute on Desegregation on North Carolina Central University's campus. The Institute founded by Norm Uhl, et al, is currently under the directorship of Jeff Smith. Studies by the Institute have been presented as papers and publications all over the academic spectrum. As a matter of fact I just happen to have two of the Institute's latest publications here with me, the Institute on Desegregation: A Center for Cooperative Interinstitutional Research brochure by Jeff Smith gives the history, purposes, and the range of Institute activities during 1977-80. The second is a monograph entitled, Desegregation and the White Presence on the Black Campus: A Bibliography for Researchers by Brown/Speller will bring you almost up to this very day on the status of the white minority on TBCU campuses.

I should say too that of the whole minority segment on the black campus, the most studied group has been the student. But even here some changes are in the offing, e.g., the Florida Research Center, Inc., in a fairly massive undertaking has polled minority faculty and administrators on both TBCUs and TWCUs for their reactions to their minority status via an eight-page questionnaire. The questionnaires were distributed in late '79 so it is quite probable that the findings of this study may be reported as early as some time later on this year. Smaller pilot efforts studying the white minority faculty personnel have been made at Morehouse College by Davis in 1979 and at Fayetteville State University by Brown/Donovan in 1980.

Momentarily this is about all that needs to be said about the current status of research on the minority or white presence on the black campus and as you can see research in this area is even more on the threshold than is

research on the minority or black presence on the predominantly white campus. In other words if the manifold problems of the TBCUs could be compounded into one, the root problem of the TBCUs in its efforts to grapple with its own problem as a minority institution with its own internal minority issues problems is, as it has always been, a matter of simply not having enough money to make ends meet. And of the following all of us are well aware, that state, federal, and philanthropic funds given to the TBCUs are consistently below the amounts given to white colleges.

Indeed, it wasn't too long ago that I argued and wrote optimistically that one of the beneficial corrolaries of desegregation would be that funding of the TBCUs would increase in proportion with the white presence and the dictates of HEW's enhancement policy. But this hasn't happened as many of us can attest. Jewel Stewart has studied this very same problem perhaps more intently than most of us says that even in the case of Lincoln University (MO) where the white/black student ratio is 80/20 or 90/10 the stigma of having been a historically black institution is still taking its toll and that funding equal to that of other Missouri publicly supported institutions of higher education of the same mission, scope, and comprehensiveness is still a goal being sought after.

Peterson-like, I cited the foregoing instance with the thought in mind that those institutional researchers among us having a bent for sociology, political science, and perhaps psychology would try their hand at a research project that would provide some answers to situations like the above described.

One other even more all encompassing study I would recommend to those who are interested in Minority Issues is a desegregation/integration study. The need for this study comes to mind because of the recent Black College Day Rally held in Washington, D.C. — Now is not the time to argue the merits and demerits

of the reasoning behind the Black College Day Rally, now however, is the time for cooler-heads to prevail before the situation worsens. So let me take this opportunity to suggest a study so basic and so well argued that minority issues need no longer be thought of as minority issues but as plain old people issues. To get you "Cool Hand Lukes" started on this minority issues research project let me offer for your consideration the following definitions of desegregation and integration.

Desegregation is a neutralizing process that occurs when laws, edicts, and customs that restrict the fullest participation of groups, races, ages, religions, sexes or classes in societal activities are rescinded. The segregated society is typified by separate schools for races and peoples, denial of equal access to places of public accomodation, laws preventing free occupational choice, interracial housing or neighborhoods, interracial marriage and on and on and on ad infinitum. Desegregation is at once the removal of these barriers and is the essential prerequisite to integration. Desegregation is achieved to the degree that is succeeds in modifying the social institutions, the personal behaviors, and the vaule system which supported the segregated structure.

Integration, on the other hand, is the situation and the process which exists when men in society are breaking down the barriers of laws, edicts, and customs while moving toward the full acceptance of all people without reference to their racial, religious, or ethnic differences. It is the process of achieving full equality of status and condition. Ideally, the integrative process should work toward a goal or condition where the need for a conscious or deliberate implementation of the integrative process ceases to exist. In a culturally and morally healthy community integration may be achieved so gradually and so effectively as to attract little or no popular attention or opposition.

But whether the transition from segregation to integration through desegregation is easy or rugged, the change from one to the other will most assuredly involve some costs to the social system being left behind and the present social system.